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17. ABSTRACT (MAX. 250 WORDS) The Illinois Plan for Program Development for Gifted Children was composed of five parts. The first, reimbursement for services and materials, offered any school district an opportunity to submit a plan for improving its services to gifted children. Proposed plans should involve a description of who was to be served, the qualifications and duties of the special personnel, and a description of the books and materials needed. Reimbursement will be computed by a formula designed to take account of the number of gifted pupils being served and the wealth of the district.

The second part, demonstration centers, should provide for all Illinois educators and other citizens to have access to demonstrations in operating situations of a number of particular approaches to the education of gifted children. The demonstration centers should emphasize acceleration of gifted pupils, individualized instruction, special classes, special attention to underprivileged groups, and curriculum improvement.

Experimental projects, the third part, should provide state assistance for experimental projects to help school districts carry on significant experimentation to advance knowledge about practical programs for gifted children. These projects should be derived from previous research, illustrate new procedures, have an evaluation phase and have a report of the results.

Fourth, field consultants at the state level, should provide knowledgeable help in the planning and operation of demonstration centers, experimental projects and teacher training activities.

The last part, state support for programs to increase the number of specially trained personnel, should provide consultative services, including the leadership of in-service work with teachers and diagnostic and counseling service. The state should provide for a program of fellowship for able persons, one or more academic year institutes, and several summer institutes.

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THE ILLINOIS PLAN
for
PROGRAM DEVELOPMENT
for
GIFTED CHILDREN

INITIAL PLANS FOR 1963-65

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STATE OF ILLINOIS
Office of the Superintendent of Public Instruction
RAY PAGE, *Superintendent*
Department of Program Development for Gifted Children
SPRINGFIELD, ILLINOIS

FOREWORD

We are proud of the opportunity which the inauguration of the Illinois Plan for Program Development for Gifted Children provides for the State of Illinois to contribute to greater self-fulfillment on the part of many gifted individuals. The Illinois Plan includes the largest application ever attempted of the demonstration concept in education. We hope through experimental projects and demonstrations to provide a research basis for some of the innovations which are so greatly needed in the field of education.

The Office of the Superintendent of Public Instruction is most fortunate in securing the services of Dr. David M. Jackson as the first director of the new Department of Program Development for Gifted Children. Dr. Jackson has served since 1959 as coordinator of the *Special Study Project for Gifted Children*, out of which came the recommendations which make up the Illinois Plan. He is presently on leave from his position as Principal of the University of Illinois High School and Professor of Educational Administration at the University of Illinois. I have asked Dr. Jackson to prepare this statement as a basic explanation of the Illinois Plan and of the initial steps which are being taken for its development during the 1963-65 biennium.

Through the generous and capable help of Illinois school districts, colleges and universities, we hope to develop the five parts of the Illinois Plan for Program Development for Gifted Children as significant contributions to the improvement of public education.

RAY PAGE
Superintendent of Public Instruction

September 12, 1963

THE ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN

Initial Plans for 1963-65

Origins of the Illinois Plan

In 1959, on the recommendations of the Illinois School Problems Commission, the General Assembly established the Special Study Project for Gifted Children. The purpose of the Special Study Project, which operated from 1959 to 1963, was to secure data, information and recommendations to assist the General Assembly to determine whether permanent legislation to assist districts in providing for gifted children is needed and desired, and the nature of such legislation, if desired.

Under two successive biennial appropriations of $150,000.00 each, the Special Study Project supported a total of forty-four study projects in school districts and universities. A leading scholar, Dr. J. J. Gallagher of the University of Illinois, was commissioned to prepare a comprehensive analysis of previous research related to the education of gifted children, with recommendations for state action. The Project staff conducted a survey of Illinois schools in 1959-60, using questionnaire and interview techniques to assess the current status of programs and provisions for gifted children in the public schools.

An Advisory Committee of highly qualified educators employed the data and recommendations of the study projects, the Gallagher report and their own experience in drafting a preliminary set of recommendations for state action. Members of the Advisory Committee who participated in formulating the Illinois Plan were: Dr. J. J. Gallagher, Chairman, University of Illinois; C. O. Austin, Jr., Rock Island Senior High School; Mrs. Evelyn Carlson, Chicago Public Schools; Dr. O. M. Chute, Evanston Public Schools; Hobart Engle, Cook County Schools, Chicago; Ivan Garrison, Jacksonville Public Schools; Dr. G. E. Giesecke, University of Chicago; Norman J. Gore, Decatur Public Schools; Dr. Harold Kaiser, Granite City Community Unit Schools; Dr. Merle Karnes, Champaign Public Schools; Dr. J. Murray Lee, Southern Illinois University; Miss Charlotte Meyer, Decatur Public Schools; Dr. Donald Prince, Illinois State University at Normal. Ex-Officio Members, Office of the Superintendent of Public Instruction were: G. E. Cornwell, Vernon Frazee, Kenneth H. Lemmer, Dr. Robert Zeller, the late Ray Graham. The members of the Project Staff were: Dr. David M. Jackson, Project Coordinator, University of Illinois, Dr. William M. Rogge, Research Consultant, University of Illinois.

The preliminary recommendations were presented to leaders of educational, civic, professional, labor, industrial, and social service groups at a series of five Governor's Conferences on Developing the Talents of Illinois Youth in May, 1962. Governor Otto Kerner gave the keynote address at the Conferences at the University of Chicago and in the State Capitol. The keynote address was delivered by Lt. Governor Samuel Shapiro at Southern Illinois University, Eastern Illinois University and Rock Island Senior High School. Total attendance at the Governor's Conferences was 1,300. The reactions of these participants were extremely useful in the further refinement of the recommendations.

Legislative Action

The five recommendations which make up the Illinois Plan were presented to the School Problems Commission at hearings in September and December, 1962. After careful consideration, the commission voted to approve the recommendations, and to have bills drafted to implement them.

On April 18, 1963, Senator Edward Eberspacher introduced Senate Bill 749 on behalf of the School Problems Commission. Senate Bill 749 was supported actively by the Honorable Ray Page, Superintendent of Public Instruction, who made the proposed Illinois Plan a part of his legislative recommendations. Governor Otto Kerner included the $6.75 million appropriation of Senate Bill 749 in his budget, and the Illinois Plan was made a part of the administration's legislative program.

Senate Bill 749 was passed by both houses of the Seventy-Third General Assembly by unanimous vote. Final approval was given by the Governor on August 5, 1963.

The Five Parts of the Illinois Plan

I. *Reimbursement for Services and Materials* (Section 14A-5 S.B. 749)

Under this program, any school district in Illinois may submit a plan for improving its services to gifted children. Such proposed plans must set forth clearly and concisely the following features: (1) a description of the population to be served; (2) a statement of the qualifications and duties of the special personnel in one or more of these categories; diagnostic services, counseling services, and consultative services; (3) a description of the books and materials needed.

Such reimbursement for the 1963-65 biennium will be computed by a formula designed to take account of the number of gifted pupils being served and the wealth of the district. The state will pay some-

what more than half of the cost of the special program in districts in which the assessed value per pupil is below the average for the state, and the state will pay somewhat less than half of the cost of the special program in districts in which the assessed value per pupil is above the average for the state. A pre-approval system is being established in which plans submitted by the district will be assessed in light of local district expenses as well as requested state support for the special program for gifted children. The amounts to be used as per-pupil program costs are based upon experience with special programs in Illinois and other states.

A second form of reimbursement provides $5,000 for each professional worker employed full time in the district's program for gifted children.

II. *Demonstration Centers* (Section 14A-6 S.B. 749)

The major purpose of the demonstration centers is to provide for all Illinois educators and other citizens convincing and readily accessible demonstrations in operating situations of a number of particular approaches to the education of gifted children.

Description: Demonstration centers exemplify the following approaches:

1. Acceleration of highly gifted pupils.
2. Individualized instruction through such means as team teaching, nongraded plans, independent study.
3. Special classes for the highly gifted, with specially trained teachers and supervisors or consultants.
4. Special attention to gifted youth among socially and culturally underprivileged groups.
5. Curriculum improvement through programs which emphasize higher-level thought processes, creativity, divergent thinking.
6. Special attention to the emotional and social adjustment of gifted pupils.

Plans call for five or six demonstrations of each approach in school districts in different parts of the state, so that visitors may see any of the approaches within 100 miles of their own schools. Each demonstration center is responsible for showing the program to visitors and for carrying on an evaluation of the program.

Essential Elements: A demonstration center program may be carried on by a school district, involving the district as a whole or selected

grade levels, subject areas, or buildings. Each demonstration center will have the following characteristics:

1. It exemplifies one of the six approaches listed above.
2. It provides regular, systematic evaluation, publishes the results and makes results available to visitors.
3. It is open to visitors, and regular procedures are developed for inviting visitors, explaining the program to them and giving them opportunities to talk with teachers and pupils and to seek such information as they desire.
4. Where possible, each demonstration center is the responsibility of at least one full-time professional staff member of the local district.

III. *Experimental Projects* (Section 14A-6 S.B. 749)

The major purpose in providing state assistance for experimental projects is to assist school districts to carry on significant experimentation which will advance our knowledge about practical programs for gifted children.

Essential Elements: An experimental project may be carried on by a local school district, involving the district as a whole, or selected grade levels, subject areas, or school buildings. Each experimental project will have the following characteristics:

1. The new program being employed experimentally is derived from previous research.
2. It illustrates new procedures in the educational process.
3. It includes an evaluation phase based upon the collection of data which will give some measure of the effectiveness of the procedure.
4. Regular provision is made for reporting the results of the experimentation.

IV. *Field Consultants at the State Level* (Section 14A-7 S.B. 749)

To administer the planned program development for gifted children, including the program of reimbursement, the demonstration centers, and the experimental projects, a Department of Program Development for Gifted Children has been established in the Division of Instructional and Pupil Personnel Services of the Office of the Superintendent of Public Instruction.

A staff of field consultants is being recruited to provide knowledgeable help in the planning and operation of demonstration centers, experimental projects and teacher training activities.

V. *State Support for Programs to Increase the Number of Specially Trained Personnel*

To help meet the great need for specially trained personnel to provide consultative services, including the leadership of in-service work with teachers and diagnostic and counseling services, it is proposed that state support be provided for:

1. A program of fellowships for able persons who are being trained for these positions. (Section 14A-8 S.B. 749)
2. One or more academic year institutes. (Section 14A-6 S.B. 749)
3. Several summer institutes. (Section 14A-6 S.B. 749)

The institutes are modeled on National Science Foundation Institutes. Colleges and universities make proposals for institutes, indicating the selection process to be used, the training programs to be offered, and the number of participants to be paid stipends.

APPROPRIATIONS FOR 1963-65 (Section 2 S.B. 749)

I. Reimbursement for Services and Materials	$4,000,000
II. Demonstration Centers	1,300,000
III. Experimental Projects	450,000
IV. State Staff	300,000
V. Training Programs	700,000
TOTAL	$6,750,000

In estimating the costs of inaugurating the Illinois Plan for Program Development for Gifted Children in the 1963-65 biennium, certain assumptions have been employed:

1. *Reimbursement.* School districts enrolling about 60 per cent of the pupils in average daily attendance would submit approved plans.
2. *Demonstration Centers.* Sixteen such centers would be operated in the first year of the biennium, and twenty more, making a total of thirty-six, would be added for the second year. The average cost to the state for a demonstration center would be $25,000 per year, with some additional funds coming from other sources.
3. *Experimental Projects.* Six to ten such projects are proposed for the biennium. Sources of matching funds would include federal as well as local sources.
4. *State Staff.* A total staff of six to eight professional persons is proposed.
5. *Training Programs.* A sizeable number of fellowship grants, and a number of training institutes, either for the summer or for the academic year, are planned.

Administration of the Illinois Plan (Sections 14A-3, 14A-4, S.B. 749)

Senate Bill 749 establishes an Advisory Council on Education of Gifted Children. The Council provides advice and consultation on basic policies for all parts of the Illinois Plan. Members of the Council appointed by the Superintendent of Public Instruction are:

Charles Austin, Jr., Principal
Rock Island Senior High School
Rock Island

Dr. O. M. Chute
Superintendent of Schools
District No. 65
Evanston

Dr. Milton J. Cohler
Associate Superintendent of Schools
Board of Education
Chicago

Ivan Garrison
Director of Special Services
Jacksonville Public Schools
Jacksonville

Dr. J. J. Gallagher
Professor of Education
Institute for Research on Exceptional Children
University of Illinois
Urbana

Miss Pauline Meyer
Menard County Superintendent of Schools
Petersburg

Dr. J. Murray Lee
Chairman, Department of Elementary Education
Southern Illinois University
Carbondale